



K-State 2025 Strategic Direction Action Plan and Alignment Template for the Division of Continuing Education

1. What is your College's/Major Unit's/Department's mission/vision and how does your organization contribute to achieving the University's vision for K-State 2025?

Response: DCE Mission Statement: To extend Kansas State University's intellectual resources through quality degree programs, lifelong learning, and professional development opportunities.

DCE Vision Statement: The Division of Continuing Education (DCE) will become the fourth "campus" of Kansas State University by reimagining DCE into Kansas State University (KSU) Virtual Campus where traditional K-State academic programs are readily extended to students across the state, the nation and around the world through shared vision and planned programming with each of the 9 academic colleges. International noncredit partnerships are forged through a collaborative effort of Virtual Campus staff and K-State departments and colleges. KSU Virtual Campus will provide educational and professional development opportunities through partnerships with academic institutions and industry. Through the KSU Virtual Campus student services unit the student at a distance is as much a part of KSU as the student who attends class in Manhattan, Salina or Olathe. KSU Virtual Campus also extends its offerings to the Manhattan community by offering community outreach programs and actively participates in local economic development through strategic workforce program development.

DCE Contributions to K-State 2025:

- Internationalization
- Student Services
- Engagement & Outreach
- Faculty and Staff
- Endowment

2. What are your College's/Major Unit's/Department's **key** activities and outcomes and how do they link to K-State 2025 themes/common elements and outcomes? Identify the University metrics that directly link with your plan in brackets. (If your plan includes more than one theme or goal with specified activities and outcomes, you may repeat the table as necessary)

DCE Infrastructure:

Strengthen the DCE infrastructure by ensuring the tools needed to provide services to students are available including facility, personnel, technology and web-related needs.

Key Activities	Short Term (1 to 5 Years) Key Outcomes	Intermediate (6 to 10 Years) Key Outcomes	Long Term (11 to 15 Years) Key Outcomes
<p>Facilities</p> <p>1. Evaluate current facility areas of concern and accessibility issues.</p> <p>2. Identify future facility needs to support the Division of Continuing Education services, program development, research, collaboration, and corporate outreach.</p> <p>3. Participate in and contribute to the K-State Campus Master Plan process.</p>	<p>A. Accessibility needs study is completed for College Court.</p> <p>B. Master plan is developed to address needs and projected growth for workforce training and conference space, staffing, and community learning center.</p>	<p>A. Improvements made to building based on accessibility study. [T6-5]</p> <p>B. Fulfillment of space needs that will support staff in the accomplishment of their work. [T6-5]</p>	<p>B. Adaptable space that can be configured to adjust to ever-changing needs. [T6-5]</p> <p>C. New facilities to house Virtual Campus offices and staff, a major workforce training and conference center for community and state, and a community learning center. [T6-5]</p>

<p>Technology</p> <p>1. Develop a strategic model and propose specific recommendations to strengthen marketing and communications systems to benefit DCE clients and employees by identifying appropriate resources and partners.</p> <p>2. Research the current division-wide technology staffing and job duties and make a recommendation of short and long-term human resource requirements to meet the technology needs of DCE.</p> <p>3. Discover and implement state of the art technology systems to respond to ever-changing distance education needs.</p> <p>Data, Analytics, and Reporting</p> <p>1. In conjunction with Kansas State University's Office of Planning and Analysis refine the retrieval of data from iSIS to allow tracking of distance education students, their progress, stop-outs, graduation rates and dates, and overall retention efforts.</p> <p>2. Review retention data on an annual basis for BDCP and graduate programs. Make adjustments to any program with poor retention rates.</p> <p>3. Improve communication with distance program alumni.</p> <p>Personnel and Staff Development</p> <p>1. Develop a career path plan for promotion for DCE unclassified employees.</p> <p>2. Enhance and build upon the DCE new employee orientation process to support the integration and growth process of new employees; implement a professional mentoring system within DCE for DCE employees.</p> <p>3. Review existing methods of how to determine when new staff members are needed. Implement a method which may be used by DCE for future staff planning.</p>	<p>D. Improved marketing funnel through implementation of multi-step campaign management software.</p> <p>E. A plan is in place to accommodate networking, data management, programming and DCE technology support.</p> <p>F. State of the art technology systems to manage DCE constituent services are employed.</p> <p>G. Automatic uploads from EIS to iSIS are taking place daily</p> <p>J. Data collected is accurate and clear to all entities. Definitions of persistence in distance programs and a baseline measurement for the data are created.</p> <p>K. Baseline retention benchmarks are defined.</p> <p>L. Kansas State University distance courses are benchmarked against retention rates of other Kansas State University courses. [T2-6, T2-7, T3-7, T3-8]</p>	<p>D. Technology needs for DCE are fully met and systems are well integrated.</p> <p>F. A plan is in place for requesting, analyzing and purchasing equipment necessary for DCE staff and their clients to excel in learning opportunities.</p> <p>H. Every faculty member has access to state of the art distance teaching technology tools</p> <p>I. Networking, data management, programming and DCE technology support needs are fully met.</p> <p>K. 10% overall raise in retention is seen for distance programs over baseline year 2013. [T2-7, T3-6]</p> <p>L. Kansas State University retention rates are benchmarked against national standards. [T2-6, T2-7, T3-7, T3-8]</p>	<p>2, T6-4, T6-5]</p> <p>K. 20% overall raise in retention is seen for distance programs over baseline year 2013.</p> <p>L. Kansas State University courses are retaining 5% more students per capita than the national average. [T2-6, T2-7, T3-7, T3-8]</p>
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<p>4. Create a review system that will track retention data for employees.</p> <p>5. DCE staff will participate in Human Capital assessment and provide input as needed.</p> <p>6. To stay abreast of new technologies, trends and issues, each DCE program coordinators annually attends at least one national meeting related to online instruction.</p> <p>DCE Website</p> <p>1. Develop a new DCE website under the guidance of the new K-State CMS system.</p> <p>2. Set standards for maintaining and developing the DCE website.</p> <p>3. Follow the standards set to maintain and develop the DCE website to be a tool for education and business for the Division.</p>	<p>N. A student history tracking process from inquiry to alumni is established.</p> <p>O. Career path plan established for promotion of DCE unclassified employees. [T5-3, T5-7]</p> <p>P. New employees are fully integrated into the DCE culture and contributing to the success of DCE.</p> <p>Q. Employees are assigned a mentor when they join DCE to help integrate them into the division culture. [T5-7]</p> <p>R. A method to determine when new staff is needed is established based on program growth and other relevant parameters. [T5-6]</p> <p>S. 100% retention of qualified, productive new staff for a period of at least three years through an enhanced orientation process and comprehensive staff development plan. [T5-7]</p> <p>T. DCE positions and salaries are benchmarked based on findings from human capital consultant study. [T5-6]</p> <p>U. DCE staff members present at two campus workshops annually to share information about faculty resources.</p> <p>V. Increase traffic to distance programs through enhanced website by 10%.</p>	<p>M. Information from a tracking system is utilized to have 2-3 yearly communications with alumni.</p> <p>S. Highly experienced and productive staff that is mentoring to newly hired staff. [T5-7]</p> <p>T. DCE positions and salaries are comparable to benchmark universities. [T5-3, T5-6]</p>	<p>M. Distance student alumni events are held nationally and internationally.</p> <p>S. A diverse staff capable of challenging the status quo with innovative ideas. [T5-7]</p>
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2025 Linkages			
2025 Common Elements/Themes	Short Term (1 to 5 Years) 2025 Key Outcomes	Intermediate (6 to 10 Years) 2025 Key Outcomes	Long Term (11 to 15 Years) 2025 Key Outcomes
<p>Theme 2: Undergraduate Educational Experience</p> <p>Theme 5: Faculty and Staff</p> <p>Theme 6: Facilities and Infrastructure</p> <p>Common Elements: Technology Culture</p>	<p>T2- Successful recruitment and retention strategies that address our entire student population.</p> <p>T5- Efficient, effective, and integrated university HR processes and services that place employees in the right positions with the right skill sets at the right time.</p> <p>T5- Career-long learning recognized by the university and its employees as a shared value and responsibility.</p> <p>T5- Effective evaluation processes that result in accountable faculty and staff with a clear understanding of their job expectations and how they contribute to the University's mission.</p> <p>T6- Robust and reliable information technology ensuring business continuity and consistent with the achievement of the highest quality levels of support for research, instruction, student services, and administration.</p>	<p>T5- Successful recruitment and retention of a talented and high-performing, diverse workforce.</p> <p>T6- Adequate office space for all K-State employees equipped to support their work and productivity.</p>	<p>T5- Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers.</p> <p>T6- Well-maintained buildings, utilities, IT infrastructure, and grounds consistent with the expectations and image of a highly ranked land grant research and teaching institution.</p>
<p><u>New Initiatives/Partnerships:</u> Expand outreach activities and access through the development of new partnerships and quality distance education programs.</p>			
Key Activities	Short Term (1 to 5 Years) Key Outcomes	Intermediate (6 to 10 Years) Key Outcomes	Long Term (11 to 15 Years) Key Outcomes

<p>Endowment and Fund Raising</p> <ol style="list-style-type: none"> 1. Establish an endowment to fund research on areas that are relevant to the quality of teaching and learning through distance education programs. 2. Establish an endowment in order to provide training and support for faculty to develop and enhance quality online teaching skills and practices. 3. Establish an endowment fund to support the development of workforce and professional development programs. 4. Establish self-sustaining scholarship funds for undergraduate distance education students through endowments. 5. Establish self-sustaining scholarship funds for graduate distance education students through endowments. <p>Academics</p> <ol style="list-style-type: none"> 1. Initiate the development of the remaining courses needed to provide full bachelor's degrees online. 2. Explore and implement a major marketing campaign to highlight the online master's degrees offered by K-State. 3. Work with KSU academic units to establish 15 new master's degree programs. <p>Research</p> <ol style="list-style-type: none"> 1. Develop a faculty-led research agenda for distance and non-traditional education. 2. Expand the DCE RFP process to include funding research related to continuing education. 3. Publish continuing education research results in collaboration with the KSU community. 	<p>A. An endowment to fund distance education research in the amount of \$10,000 is established.</p> <p>B. An endowment for training and support for faculty in the amount of \$10,000 is established.</p> <p>C. An endowment to support workforce training and professional development programs in the amount of \$10,000 is established.</p> <p>D. Endowment for undergraduate distance education student scholarship is increased to \$50,000 (\$1,500 expendable). [T2-3]</p> <p>E. Endowment for graduate distance education student scholarship is increased to \$50,000 (\$1,500 expendable). [T3-1, T3-2]</p> <p>F. One new complete bachelor's degree is available online.</p> <p>G. Using a mixed-media approach, a marketing campaign called "Advance with K-State" is launched to promote the K-State online master's degree programs.</p> <p>H. Five (5) new master's degree programs are established (from 2010 baseline). [T3-7]</p> <p>I. One research project related to distance education is developed. [T1-1]</p> <p>J. \$500 to support research</p>	<p>A. Endowment to fund distance education research has increased to \$50,000.</p> <p>B. Endowment for training and support for faculty increased to \$50,000.</p> <p>C. Endowment to support workforce training and professional development programs has increased to \$50,000.</p> <p>D. Endowment for undergraduate distance education student scholarship is increased to \$250,000 (\$7,500 expendable). [T2-3]</p> <p>E. Endowment for graduate distance education student scholarship is increased to \$250,000 (\$7,500 expendable). [T3-1, T3-2]</p> <p>F. Three additional complete bachelor's degrees are available online.</p> <p>G. The "Advance with K-State" marketing campaign is evaluated and additional strategies are implemented to further market the master's degree online programs.</p> <p>H. Ten (10) new master's degree programs are established (from 2010 baseline). [T3-7]</p> <p>I. Three additional research projects related to distance education are developed. [T1-1]</p> <p>J. \$1,500 to support research</p>	<p>A. Endowment to fund distance education research has increased to \$100,000.</p> <p>B. Endowment for training and support for faculty increased to \$100,000.</p> <p>C. Endowment to support workforce training and professional development programs has increased to \$100,000.</p> <p>D. Endowment for undergraduate distance education student scholarship is increased to \$500,000 (\$15K expendable). [T2-3]</p> <p>E. Endowment for graduate distance education student scholarship is increased to \$500,000 (\$15K expendable). [T3-1, T3-2]</p> <p>F. Five additional complete bachelor's degrees are available online.</p> <p>G. The "Advance with K-State" campaign is further evaluated and new strategies and a new theme is developed.</p> <p>H. Fifteen (15) new master's degree programs are established (from 2010 baseline). [T3-7]</p> <p>J. \$3,000 to support research</p>
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Faculty and Staff:

Identify and develop resources that K-State faculty and DCE staff members will utilize to provide the highest quality courses, programs and services to students taking online courses, both at a distance and in an on-campus setting.

Key Activities	Short Term (1 to 5 Years) Key Outcomes	Intermediate (6 to 10 Years) Key Outcomes	Long Term (11 to 15 Years) Key Outcomes
<p>Quality for Online Courses</p> <p>1. DCE works with campus faculty members and administrators to ensure that Kansas State University consistently offers online courses that meet or exceed established quality standards.</p> <p>2. Select or devise an online quality course checklist to be universally utilized by faculty members teaching online.</p> <p>3. Using the quality course checklist, DCE collaborates with distance faculty members to develop a set of quality benchmarks for good interactive online courses so reviews of newly constructed online courses can be made to ensure all elements of quality are included.</p> <p>4. Create a system to review existing online courses for quality benchmarks on a three year rotating schedule.</p> <p>5. Continually add elements to the E-Learning Faculty Module wiki and encourage faculty to take advantage of the resource.</p> <p>6. DCE works with experts in online teaching to develop and offer professional development tools related to the pedagogy of online instruction, ensuring that faculty members have the opportunity to be fully acquainted with new teaching technologies, trends, and research related to online course delivery.</p> <p>7. DCE partners with campus entities to develop a hybrid course to offer Kansas State University online instructors essentials of online teaching. The wiki will be used as a base for the course.</p> <p>8. Working with academic departments, identify</p>	<p>A. Student complaints about the quality of online courses decrease by 50% from 2012 baseline. [T2-7, T3-8]</p> <p>B. 75% of faculty teaching online actively use the checklist as they construct courses. [T2-7, T3-8]</p> <p>C. 100% of newly developed courses meet quality benchmarks. [T2-7, T3-8]</p> <p>D. 20% of existing courses are reviewed for adherence to quality benchmarks. [T2-7, T3-8]</p> <p>E. Two new elements are added annually to the E-Learning Faculty Modules wiki.</p> <p>F. DCE creates a badge system to award faculty members completing training programs.</p> <p>H. A communication tool for online faculty that outlines DCE, campus, and other professional resources related to online instruction is developed and information is sent</p>	<p>A. Student complaints about the quality of online courses decrease by 75% from 2012 baseline. [T2-7, T3-8]</p> <p>B. 90% of faculty teaching online actively use the checklist as they construct courses. [T2-7, T3-8]</p> <p>D. 35% of existing courses are reviewed for adherence to quality benchmarks. [T2-7, T3-8]</p> <p>E. The E-Learning Faculty Modules wiki and hybrid training are reviewed and replaced with newer technology if needed.</p> <p>G. DCE works to identify faculty members teaching online who will agree to take a strong role in mentoring other faculty members beginning to teach online. 10% of online instructors agree to become mentors.</p> <p>H. A tool for DCE program coordinators and others to use in the colleges to introduce and share resources such as the E-Learning Faculty Modules wiki and other</p>	<p>A. Student complaints about the quality of online courses decrease by 90% from 2012 baseline. [T2-7, T2-8]</p> <p>B. 100% of faculty teaching online actively use the checklist as they construct courses. [T2-7, T3-8]</p> <p>D. 100% of existing courses are reviewed for adherence to quality benchmarks. [T2-7, T3-8]</p>

<p>Common Elements: Culture Technology</p>	<p>by the university and its employees as a shared value and responsibility.</p>	<p>developments in their fields and the skills needed to achieve excellence in performing their jobs.</p>	
<p>Engagement and Outreach: Provide leadership in developing opportunities for outreach in the areas of research, education and engagement as it relates to continuing education programs and services.</p>			
<p>Key Activities</p>	<p>Short Term (1 to 5 Years) Key Outcomes</p>	<p>Intermediate (6 to 10 Years) Key Outcomes</p>	<p>Long Term (11 to 15 Years) Key Outcomes</p>
<p>Develop mechanism to include dissemination of research in University sponsored programs and grant projects.</p> <p>Support university initiatives that expand educational outreach activities to international audiences.</p> <p>Identify and support training needs of industry.</p> <p>Partner with institutions, government and nonprofit agencies to bring educational opportunities to residents of Kansas.</p>	<p>A. A baseline measurement of research grants with outreach components is determined. [T4-2, T4-3, T4-4, T4-5]</p> <p>B. DCE’s role in international programs is determined and defined.</p> <p>C. With Office of Corporate Engagement, identify and document training needs. [T4-3, T4-4]</p> <p>D. Potential KS program partnerships with institutions of higher education or non-profit agencies are identified.</p> <p>E. Strategic plan to increase funding base for UFM community outreach programs is developed. [T4-2]</p>	<p>A. Occurrence of scholarly outreach incorporated in grant proposals is increased by 20% from 2013 baseline. [T4-2, T4-3, T4-4, T4-5]</p> <p>B. Three new international training agreements are supported. [T4-2, T4-3, T4-4, T4-5]</p> <p>C. Three new industry training programs are established. [T4-2, T4-3, T4-4]</p> <p>D. Three new KS educational/agency partnerships are established. [T4-2, T4-3, T4-4, T4-5, T4-6]</p> <p>E. Funds for UFM community outreach programs are increased by 40% over 2013. [T4-2]</p>	<p>A. Occurrence of scholarly outreach incorporated in grant proposals is increased by 35% from 2013 baseline. [T4-2, T4-3, T4-4, T4-5]</p> <p>B. Five new international training agreements are supported. [T4-2, T4-3, T4-4, T4-5]</p> <p>C. Five new industry training programs are established. [T4-3, T4-4]</p> <p>D. Five new KS educational/ agency partnerships are established. [T4-2, T4-3, T4-4, T4-5, T4-6]</p> <p>E. Funds for UFM community outreach programs are increased by 60% over 2013. [T4-2]</p>

2025 Linkages			
2025 Common Elements/Themes	Short Term (1 to 5 Years) 2025 Key Outcomes	Intermediate (6 to 10 Years) 2025 Key Outcomes	Long Term (11 to 15 Years) 2025 Key Outcomes
<p>Theme 1, Research, Scholarly and Creative Activities</p> <p>Theme 4: Engagement, Extension, Outreach and Service</p> <p>Common Elements: External Constituents Sustainability</p>	<p>T1- Increased intellectual and financial capital to support RSCAD.</p> <p>T4- Increased recognition of our services as a source of expertise, information, and tools for disciplines worldwide.</p> <p>T4- Increased extramural funding for Engagement initiatives at the local, state, national, and international level.</p> <p>T4- Recognition as leaders in Engagement within our state and nation.</p> <p>T4- Enhanced visibility and appreciation for Engagement and its interconnectedness with research and education within our university community.</p>	<p>T1- Intellectual and financial capital in place for expanded RSCAD efforts.</p> <p>T4- Exposure on a national level as a leader/partner engaged in significant social, political, health, economic, and environmental issues.</p>	<p>T4- Nationally recognized as a leader in and model for a re-invented and transformed land-grant university integrating research, education, and engagement.</p> <p>T4- Nationally and internationally recognized as leaders in Engagement on a global scale.</p> <p>T4- Recognized as a leader in Engagement reaching both rural and urban communities.</p>

Undergraduate and Graduate Student Experience: Establish a culture of excellence for undergraduate and graduate distance education students.			
Key Activities	Short Term (1 to 5 Years) Key Outcomes	Intermediate (6 to 10 Years) Key Outcomes	Long Term (11 to 15 Years) Key Outcomes
<p>Student Recruitment</p> <p>1. Work with the Office of Admissions and transcript analysts across colleges to build enrollment management strategies that decrease time between inquiry and actual enrollment.</p> <p>2. Enhance communication to prospective and current students to ensure conversion of applicants and retention of current students.</p> <p>3. Improve communication with prospective and current students.</p> <p>Student Experience</p> <p>1. Using K-State's Guide to Personal Success (GPS) as a model, establish a mentoring system for first time distance education students admitted to a DCE degree program.</p> <p>2. Work with departments to include first-time distance education students admitted to a DCE graduate degree program in the department's/College's mentoring program.</p> <p>3. Expand online orientations for distance education students to create and maintain connections to faculty and staff in their program.</p> <p>4. Work with departments to ensure that all admitted distance students have an assigned adviser and are receiving advising on a regular basis.</p> <p>5. Work to incorporate first year distance education undergraduate students into applicable portions of the K-State First Year Experience.</p> <p>6. Create a networking environment for distance education students to connect with one another, with K-State distance education alumni, and with industry professionals.</p>	<p>A. An understanding of the time it takes students from inquiry to enrollment is established and it is understood what demographics lead to successful enrollment. [T2-6, T3-7]</p> <p>B. Conversions of undergraduate applicants to students increases by 5% over baseline year of 2013. [T2-6]</p> <p>C. A live chat through Student Services Website is established. [T2-7, T3-8]</p> <p>D. 50% of all first-year distance students who request a mentor are assigned one. [T2-4, T2-7, T3-8]</p> <p>F. 50% of all distance education programs have an online orientation in place and it is updated annually. [T2-7, T3-8]</p> <p>G. 100% of all degree-seeking distance education students are assigned to an adviser. [T2-7, T3-8]</p>	<p>A. Matriculation of appropriate students who apply and enroll for their admit term is improved by 35%. [T2-6, T3-7]</p> <p>B. Conversions of undergraduate applicants to students increases by 10% over baseline year of 2013. [T2-6]</p> <p>D. 100% of all first-year distance students who request a mentor are assigned one. [T2-4, T2-7, T3-8]</p> <p>E. 50% of all graduate first-year distance education students are assigned a mentor through their department/College mentoring program. [T3-8]</p> <p>F. 75% of all distance education programs have an online orientation in place and it is updated annually. [T2-7, T3-8]</p> <p>G. DCE advisers who work with distance students are assigned to no more than the number of students suggested by national</p>	<p>A. Matriculation of appropriate students who apply and enroll for their admit term is improved by 60%. [T2-6, T3-7]</p> <p>B. Conversions of undergraduate applicants to students increases by 15% over baseline year of 2013. [T2-6]</p> <p>C. Video chat is implemented through Student Services website and offer communication with a live person from 7 am to 7 pm. [T2-7, T3-8]</p> <p>D. 100% of all distance education students who request a mentor are assigned one. [T2-4, T2-7, T3-8]</p> <p>E. 100% of all distance education students who request a mentor are assigned one through their department/College mentoring program. [T3-8]</p> <p>F. 100% of all distance education programs have an online orientation in place and it is updated annually. [T2-7, T3-8]</p>

<p>7. Work to assure that off campus students are provided with academic and student extracurricular experiences.</p> <p>8. Increase opportunities for distance education students of diverse backgrounds</p>	<p>H. Two elements of the K-State First Year Experience are made available to undergraduate distance education students. [T2-4, T2-7]</p> <p>J. One student group allows distance students membership and participation in meetings. [T2-4, T2-7, T3-8]</p> <p>K. Two scholarships are available for students earning degrees at a distance and from diverse backgrounds. [T2-3]</p> <p>L. Ten services and opportunities to become involved in multicultural events are identified and made available to a diverse student group. [2-7, T3-8]</p>	<p>research. [T2-7, T3-8]</p> <p>H. All applicable elements of the K-State First Year Experience are made available to undergraduate distance education students. [T2-4, T2-7]</p> <p>I. A distance education student association is established for networking with current students. [T2-7, T3-8]</p> <p>J. SGA creates a process for adjudicating distance students who violate the code of conduct. [T2-4, T2-7, T3-8]</p> <p>K. Four scholarships are available for students earning degrees at a distance and from diverse backgrounds. [T2-3]</p> <p>L. Using social media, support groups are developed for the diverse population of students in online programs. [T2-7, T3-8]</p>	<p>I. The capability of the K-State distance education student association is increased to include networking with current students, K-State alumni and industry professionals. [T2-7, T3-8]</p> <p>J. SGA creates a cabinet position for an online student. [T2-4, T2-7, T3-8]</p> <p>K. Six scholarships are available for students earning degrees at a distance and from diverse backgrounds. [T2-3]</p>
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2025 Linkages			
2025 Common Elements/Themes	Short Term (1 to 5 Years) 2025 Key Outcomes	Intermediate (6 to 10 Years) 2025 Key Outcomes	Long Term (11 to 15 Years) 2025 Key Outcomes
Theme 2: Undergraduate Educational Experience	<p>T2- Excellent customized academic advising and services available to all students to support their success and degree completion.</p> <p>T2- Increased participation by undergraduates in expanded opportunities for meaningful research.</p> <p>T2- Successful recruitment and retention strategies that address our entire student population.</p> <p>T2- Improved six-year graduation rates and retention ratios.</p>	<p>T2- Integrated learning communities experienced by students, faculty, and staff that promote student success within a culture of excellence.</p> <p>T2- Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives.</p> <p>T2- All UG students engaged in a diversity of experiences that expand their viewpoint.</p> <p>T2- Ongoing improvement of six-year graduation rates and retention rates.</p>	<p>T2- An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities.</p> <p>T2- Six-year graduation rates comparable to benchmark institutions.</p>
Theme 3: Graduate Scholarly Experience	<p>T3- Engaged graduate students integrated in university life with enhanced visibility and appreciation.</p> <p>T3- Outstanding mentoring for our graduate students.</p>	<p>T3- Increased participation by our graduate students in unique high level learning and experiential training.</p>	
Common Elements: External Constituents Culture			

3. Identify the K-State 2025 Visionary Goal key benchmarks (metrics) that are supported by your action and alignment plan (please check all that apply).

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|---|--|--|
| <input checked="" type="checkbox"/> Total research & development expenditures | <input checked="" type="checkbox"/> Endowment pool | <input type="checkbox"/> Number of National Academy members |
| <input type="checkbox"/> Number of faculty awards | <input type="checkbox"/> Number of doctorates granted annually | <input checked="" type="checkbox"/> Freshman to sophomore retention rate |
| <input checked="" type="checkbox"/> Six-year graduation rate | <input checked="" type="checkbox"/> Percent of undergraduate students involved in research | <input type="checkbox"/> None |

4a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?



Response:

DCE Grant funding for program development.

Partnerships with colleges and outside organizations.

Dedicated staff with valuable skills/knowledge/expertise.

Current infrastructure within DCE.

Partnerships between DCE, CATL, iTAC and other campus entities will allow collaboration in the production of needed development opportunities.

4b. What resources and/or opportunities are needed for your College/Major Unit/Department to achieve its vision and outcomes?

Response:

Adequate personnel to support growth, development and research and to allow sustainable workloads avoiding burnout and high turnover.

The grant funding program needs to continue and be increased.

Rewards for excellent job performance to enhance retention of staff.

Appropriate and cutting-edge technological solutions to stay competitive in the distance education market.

Instructional designers.

Funding for attendance at national conferences that showcase cutting edge technologies and services.

5. How do you propose to acquire the resources needed for your College/Major Unit/Department to accomplish its vision and outcomes?

Response:

Revenue generation from programs.

Fundraising by the new foundation staff assigned to DCE.

Possibly retain a portion of tuition generated from distance courses to fund needed positions.

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